

L A P O R A N
PENELITIAN



Curriculum Centralization Policy Towards The Quality Of Learning
Madrasah Diniyah Islamic Boarding School Nurul Jadid

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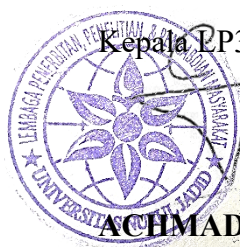
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Abstract.

Madrasah Diniyah Nurul Jadid utilize curriculum centralization system. The policy is taken from several evaluations to repair the former system. This research uses qualitative research with phenomenology in Madrasah Diniyah Nurul Jadid, the research result some internal and external effect; first, decreasing santri's solid time. Second, santri achievement to understand the lesson given is equal. Third, minimizing expense. Fourth, teaching learning process and student or teacher activeness is more monitored. Fifth, able to compete with other Madrasah Diniyah. Sixth, high social loyalty. Seventh, santri guardian or parent can know about personality development of santri in pesantren.

Key Words: Wisdom, curriculum centralization, and learning Madrasah Diniyah

BAB I

PENDAHULUAN

Madrasah Diniyah is an institution of deepening religious knowledge formed by various learning patterns to achieve a quality that is suitable with the goals, designs and targets to be achieved, especially religion. Madrasah Diniyah contains several objectives (Syahr, 2016), First, as a delivery tool for religion, second, as a preserver tool for Islamic traditions, and third, as a graduating tool for ulama '. The learning of Madrasah Diniyah begins in outside formal school hours and contains less material because they only have religious content. Madrasah Diniyah is widely available in the Islamic community to fulfil the needs of the community in exploring spiritual knowledge for their sons and daughters and the later generations. Thus, Madrasah Diniyah is very important for the development of Islam. Madrasah Diniyah can be located in Muslim communities and Islamic Boarding Schools.

The implementation of Madrasah Diniyah learning in Islamic Boarding Schools is not much different from general Madrasah Diniyah. Madrasah Diniyah is a "School of Religion" that teaches specifically the religious sciences. Nur Cholis Madjid said in his research that Madrasah Diniyah was the forerunner of pesantren, which developed earlier in Indonesia (Madjid, 1997). In other words, Madrasah Diniyah is one of the links in the further development of pesantren in the past. The Diniyah Madrasah learning takes place outside regular school hours which comprehensively provides religious material to students through the classical system (Fauzi, 2016) and lasts for a short time. Madrasah Diniyah is able to survive until now because the development of the results from improvements learning system in the past until the present in order to be more systematic, optimal and maximal.

Madrasah Diniyah can be established openly by several groups (Irwandi, 2017) who are Muslims, competent in Islamic education and have a strong commitment to realizing the vision, mission and goals of Madrasah Diniyah (Djahit, 2016). Madrasah Diniyah in Islamic Boarding School consists of several levels, namely; Ula level, Wustho level and Ulya level, which have their curriculum characteristics at each level. Islamic Boarding School established Madrasah Diniyah for all students who participated in the study and mastered religious knowledge. The Madrasah Diniyah at Nurul Jadid Islamic Boarding School was formed with a system of centralized curriculum to improve the quality of learning and answer all problems in the previous system. The curriculum centralization system is a Diniyah Madrasah learning system that is monitored by the central boarding school Nurul Jadid, namely the Nurul Jadid Islamic Boarding School Education Bureau which regulates and oversees the education system and learning process of the Diniyah Madrasah Islamic Boarding School, Nurul Jadid Islamic Boarding School.

The aim of the centralized Madrasah Diniyah pattern is to jointly supervise learning in every formal institution both from the education staff, teachers, and Madrasah Diniyah organizations within it. Meanwhile, reports on the progress of

student achievement are reported to each parent or guardian combined with a formal institutional report in the form of a student report card. The centralized curriculum system for Madrasah Diniyah is a solution to the problems of the previous curriculum because the applied curriculum is different from each region in the Nurul Jadid Islamic Boarding School with the thousands of students living in the school. The supervision of Diniyah Madrasah learning is also limited and make the learning process and educational objectives of Madrasah Diniyah inefficient. Therefore, the achievements of students in understanding religious knowledge as a whole are not the same. The curriculum centralization system can minimize inadequate funding in Madrasa Diniyah Pondok Pesantren Nurul Jadid.

BAB II

METODE PENELITIAN

This study seeks to present field presentations, interviews, and literature reviews. Field notes and interviews as instruments that can help in completing the formulation and to determine the impact of curriculum centralization policy by improving the quality of Islamic Boarding School Diniyah Nurul Jadid. This formulation analyzes the occurred problems, looking for solutions to be sensitive to the development of Madrasah Diniyah education by utilizing existing sources of information. This formulation also helps to cover what are the negative and positive impacts of the centralized pattern system of Madrasah Diniyah Pondok Pesantren Nurul Jadid. The method used a qualitative approach to describe the implementation from the results of centralized Madrasah Diniyah curriculum policies taken as well as the impact of these policy outcomes (Creswell, 2002).

Sources of data collected through interviews with Nurul Jadid Islamic Boarding School Education Bureau which is responsible for all the educational systems in Nurul Jadid Islamic Boarding School both Banom and non-Banom Institutions, deputy head of Nurul Jadid Islamic Boarding School Bureau, deputy head of female Islamic boarding school Nurul Jadid, the head of Diniyah Islamic Boarding School Nurul Jadid, as well as the teacher / asatidz and several students of the Islamic Boarding School Nurul Jadid as well as data sources collected through field observations, discussions and documentation.

BAB III

HASIL DAN PEMBAHASAN

A. Curriculum Madrasah Diniyah Islamic Boarding School Nurul Jadid

The curriculum is the direction of all forms of educational activities for the achievement of educational goals (Nurmadiyah, 2014). The curriculum leads to an educational plan, guiding the scope of education and the educational process. Good and bad educational outcomes are determined by the curriculum implemented in educational institutions. The existing curriculum in educational institutions must be adaptive to the times, the development of science, technological sophistication and under environmental needs. The curriculum is developed based on the principle that students have a central position to build their competencies (Mujibur Rohman, 2015).

Indicators of religious success are explained in a study that in Indonesia lies in increasing understanding, appreciation, service and practice of religion, and spiritual harmony (Fauzi 2016; Jacobson, et al., 2009). According to the opinion above, it can be related to the existence of Madrasah Diniyah curriculum (Syahr, 2016) in implementing the religious learning process, namely to create graduates who are qualified with a Muslim spirit and can understand issues related to Islamic sharia. By creating quality educational institutions with the curriculum applied to related institutions, the application is not only utilized by formal educational institutions, but the curriculum is also applied in Madrasah Diniyah which is located in Nurul Jadid Islamic Boarding School.

Every effort is made to improve and develop the learning system to be more qualified and create graduates following the expectations of the Ummah (Kuswandi, 2019). by achieve national education, a systematic education with an open and multi-meaning system is needed (Muali, 2018). To improve the learning process of Nurul Jadid Islamic Boarding School, at first, the Nurul Jadid Islamic Boarding School implemented a centralized system of Madrasah Diniyah curriculum. Centralized curriculum is a system used by Madrasah Diniyah under the provisions and criteria of each region contained in the Nurul Jadid Islamic Boarding School, both male or female territory which is divided into several areas. From several evaluations obtained by agencies that play a role in Madrasah Diniyah and Nurul Jadid Islamic Boarding School Education Bureau, the decentralized system is considered to be less than optimal to support the learning process of students.

Thus, the curriculum decentralized system was replaced with a centralized curriculum system at the Nurul Jadid Islamic Boarding School Madrasah Diniyah to improve and improve all evaluation of problems that existed in the previous system. The Nurul Jadid Islamic Boarding School has thousands of students divided into several male and female regions, including the female region: An-Nafiiyah Region, Al-Hasyimiyah Region, Az- Zainiyah Region, Al-Mawadddah Region, Zahati Fatimatuz Region, Zaid bin Thabit Region and Al Lathifiyah Region. While the male region

consists of; Sunan Gunung Jati Region (MTsNJ Dormitory), Sunan Ampel Region (I'adiyah / new studenyt), Sunan Gunung Drajat Region (Regular and non-regular SMPNJ Dormitory), Sunan Kalijaga Region (Regular MANJ Dormitory and Science Superior), Sunan Kudus Region (Student Dormitory / POMAS), Sunan Muria Region (SMKNJ Dormitory), Sunan Maulana Malik Ibrahim Region (Regular SMANJ Dormitory), Sunan Maulana Ishaq Region (favorite SMANJ Dormitory), Sunan Giri Dormitory (Tahfidz PPIQ Dormitory, Tahsin and MAK) Sunan Bonang Region (Diniyah Boarding House and LPBA / Foreign Language Development Institute), Djalaluddin Ar- Rumi Region, Al-Amiri Region (Deep Yellow Book Study), Zaid bin Thabit Region (LPBA, PPIQ Tahfidz, and PPIQ Tahsin) and the Raden Fatah Region (Deep Yellow Book) Student Abdi Dormitory). All active students in the Nurul Jadid Islamic Boarding School up to now are 7530 students who live in the Nurul Jadid Islamic Boarding School. The existence of a learning system using a new pattern is expected to improve the quality of learning in Madrasah Diniyah Islamic Boarding School Nurul Jadid.

By equating the achievement of the material given to students at each level namely: ula level, wustho level and ulya level with different material and rearrange the schedule students are densely packed with activities at pesantren. This system also encourages mutual cooperation in escorting Madrasah Diniyah learning conducted by each Madrasah Diniyah administrator and formal institutions, efforts to maximize time, activeness of teachers given the mandate to teach, completeness of the material provided, programs that support the curriculum and organization in Madrasah Diniyah Pondok Pesantren Nurul Jadid. The development of the Nurul Jadid Islamic Boarding School's Diniyah Madrasah curriculum becomes particular concern to the agencies in the Nurul Jadid Islamic Boarding School both from the Head of the Nurul Jadid Islamic Boarding School Foundation, Nurul Jadid Islamic Boarding Education Bureau, Madrasa Diniyah Nurul Jadid board and Nurul Jadid Islamic Boarding School administrators to improve the system and fix the renewal of ideas that appear to support the change of thought paradigm among the people Islam in Indonesia (Fauzi, 2016) as well as giving the aspirations of Muslims by carrying out cooperation with the boarding school of Madrasa Diniyah Islamic Boarding School Nurul Jadid with other Madrasah Diniyah.

The curriculum Diniyah Madrasah Nurul Jadid Islamic Boarding School is measured from several aspects of the difference in the curriculum of the centralized pattern to the centralization of the Diniyah Madrasah curriculum including (a) Time Management, the implementation of time management has their respective goals namely easing the tight time of students. The differences explained include the technical implementation of Diniyah Madrasah at certain times in Nurul Jadid Islamic Boarding School which is determined by the relevant institutions, (b) Learning Implementation, the aim of improving the quality of Diniyah Madrasah Islamic Boarding School Nurul Jadid Islamic Boarding School is to produce quality graduates and create a learning process and teaching optimally and maximally (Mundiri, 2019). (c) The activeness of the teacher, it is a concern to the Madrasah Diniyah institution as optimal support for

students learning. (d) Supporting Programs, is one of the programs that sharpens the competency of students not only understanding the material presented, but also understanding the implementation of the material, (e) Material Completeness, is one of the object of Madrasah Diniyah Nurul Jadid Islamic Boarding Schools to achieve learning objectives, guiding the readiness of students at the next Diniyah Madrasah level or level (f) Infrastructure Facilities, is one of the supporting processes of the learning implementation of the Nurul Jadid Islamic Boarding School in Nurul Jadid to be more effective and efficient.

Tabel 1. Reference to the Development of the Madrasa Diniyah Nurul Jadid Islamic Boarding School from a Decentralized to a Centralized System

No	Reference	Dicentralized	Centralized
1	Time management	<ol style="list-style-type: none"> 1. Madrasah Diniyah starts from 07:30- 08:15 WIB 2. Madrasa Diniyah is held every day except Tuesday and Friday 	<ol style="list-style-type: none"> 1. Madrasah Diniyah starts from 7:30 -13:30 WIB 2. Madrasah Diniyah is held twice a week, determined by each institution
2	Learning implementation	<ol style="list-style-type: none"> 1. mplemented in each region with a curriculum set in their respective regions 2. Consists of several levels namely; levels of ula, wustho and ulya 	<ol style="list-style-type: none"> 1. Submitted to each formal institution with a curriculum that is monitored by the Education Bureau with the board of Madrasah Diniyah 2. Consists of several levels namely; levels of ula, wustho and ulya
3	The activeness of the teacher	<ol style="list-style-type: none"> 1. Monitored by each region in Pondok Pesantren Nurul Jadid 2. The presence of Madrasah Diniyah teachers is clearly monitored 3. The selected teacher is a teacher who has expertise in their respective fields 	<ol style="list-style-type: none"> 1. Monitored by the central Madrasah Diniyah institute and the Education Bureau 2. Continuing teacher attendance with absence from attendance at each formal school 3. The selected teacher is a teacher who has expertise in their respective fields
4	Material completeness	<ol style="list-style-type: none"> 1. Materials are given according to their respective levels in Madrasah Diniyah 2. The material delivered by the teaching teacher is incomplete due to lack of time 	<ol style="list-style-type: none"> 1. The material provided is in accordance with their respective levels in Madrasah Diniyah 2. The material presented by the teacher is complete
5	Supporting programs and organizations	<ol style="list-style-type: none"> 1. Organized by Diniyah Madrasah OSIM (Intra Madrasah Student Orientation) Boarding School Nurul Jadid 	<ol style="list-style-type: none"> 1. Organizations are united with formal institutional organizations in their respective institutions.
6	Infrastructure facilities	<ol style="list-style-type: none"> 1. The infrastructure facilities are adequate 	<ol style="list-style-type: none"> 1. The infrastructure facilities are adequate

B. Madrasah Diniyah Learning Quality Islamic Boarding School Nurul Jadid

Education is never separated from the learning process to expand and obtain knowledge and skills outside or within the education system (Mustofa, 2015). Apart from that, the primary function of education is to serve students (Samani, 2001). Functions and benefits that can be taken from the learning system for students are the teacher provides concrete knowledge and experience, and teaches something that is not held by educational institutions, increases student motivation, provides accurate information, stimulates student thinking patterns and helps students in solving problems both in the micro or macro scope in educational institutions, learning resources can encourage students to be more curious and want to learn, because learning resources have an important role in improving the quality of the learning process in improving the quality of learning.

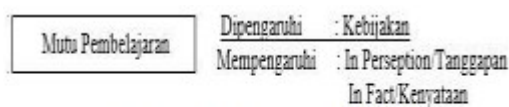
One of the aspect that directly supports the improvement of the quality of learning is curriculum management. Curriculum management is a regulatory activity that includes planning, organizing, mobilizing, and supervising or evaluating (Murniati, 2016). It is done to be able to run well and under the targets and objectives set. Thus, the curriculum is not only formulated on the objectives to be achieved but can clarify the direction of education and provide learning experiences that each student has. As teachers, they are one of the spearheads in determining success (Werdiningsih, 2015) learning, because teachers are required to have multiple roles that can create optimal, effective and efficient teaching and learning conditions. The learning process requires the cooperation of personnel in each educational institution to improve the learning system gradually.

Learning outcomes are influenced by the quality of implementation in educational providers, while the factors that influence the quality of learning are teacher professionalism, adequate facilities, learning media that are used when the learning process takes place, teaching methods, and all types of programs in educational institutions and the achievement of graduates' competency quality that has been successfully implemented among the community (Rifandi, 2013). In several studies mentioned, some things improve the quality of learning, namely a pleasant and challenging environment, active participation of students, teachers, parents, and all stakeholders in education. Improving the quality of learning in Madrasah Diniyah Nurul Jadid Islamic Boarding School is supported by the existence of a curriculum that will be applied to the centralized system.

From the explanation above, the curriculum centralization policy in improving the quality of learning at Madrasah Diniyah Islamic Boarding School Nurul Jadid is intended as an effort to improve and develop the system to create a better and higher quality learning system. One of the supports of the quality of learning is the policy taken, it also influences the improvement of Madrasah Diniyah learning both in improving the system and developing the existing system in Madrasah Diniyah. To achieve optimal results Madrasah can also do it by making a policy (Wahid, 2018). The policy taken was the centralization of the Madrasah Diniyah curriculum which was centralized at the formal boarding school of Nurul Jadid Islamic Boarding School with

the same curriculum and monitored by Madrasah Diniyah agencies, the Education Bureau, and the head of the pesantren. So that other Madrasah Diniyah administrators can implement the system well.

Some policies in determining the curriculum centralization system are the transfer of time allocation, achievement and completeness of the material from each level, professional teachers and experts in their respective fields, optimizing support programs that become work programs both from the organization and administrators of Madrasah Diniyah and infrastructure Madrasa Diniyah. Efforts and endeavors to improve the quality of learning that are taking place in Madrasah Diniyah Nurul Jadid Islamic Boarding School cause several impacts both positive and negative impacts from internal and external impacts. Internal factors are several educational institutions of Madrasah Diniyah, students, teachers, and all agencies that play a role and participate in Madrasah Diniyah. While external factors, namely, the surrounding community and parents or guardians of students who have the right to report the development of their children in the Islamic Boarding School. Therefore, the impact resulting from the centralization policy of the Nurul Jadid Islamic Boarding School Diniyah curriculum can be an absolute picture to all agencies both internal and external to reflect the quality of learning carried out in accordance with what is expected and what is the goal of the Nurul Jadid Islamic Boarding School.



**Picture 1. Learning Quality
Madrasa Diniyah**

Note: The quality of learning at the Nurul Jadid Islamic Boarding School is influenced by policies decided by Nurul Jadid Islamic Boarding Schools, the policy influences the impact both internally and externally in the Diniyah Madrasah that compares individual or group responses to the reality.

C. Policy on Centralized Curriculum on the Quality of Madrasah Diniyah Islamic Boarding School Nurul Jadid

System for centralizing the curriculum of Diniyah Madrasah Islamic Boarding School Nurul Jadid is monitored by the head of the Islamic boarding school, Nurul Jadid Islamic Boarding School's education office in the pesantren is also in monitory by the head of Diniyah Islamic Boarding School Nurul Jadid. for the further progress of Madrasah Diniyah. The centralization policy of the Nurul Jadid Islamic Boarding School Madrasah curriculum was taken to be a solution to the existing problems from the education analysis carried out by several agencies to improve and develop the Diniyah Madrasah curriculum at the Nurul Jadid Islamic Boarding School.

Centralized curriculum in Madrasah Diniyah Islamic Boarding School Nurul Jadid can be seen from the time management to rearrange students' schedules which are quite dense in pesantren activities. The pattern of curriculum centralization towards time sharing that occurs in the field is more effective and efficient because there are 2 days devoted to the learning process of Madrasah Diniyah which is carried out from 07: 30-13: 30 WIB for all male and female students. Various parties said that this process was to facilitate students and provide free time for students from the many activities scheduled by the pesantren and facilitate escorting male and female students to carry out the learning process of Madrasah Diniyah Islamic Boarding School Nurul Jadid.

The learning implementation of the Nurul Jadid Islamic Boarding School is arranged with several levels such as the Madrasah Diniyah in general namely; (a) Ula level, is the first level with basic materials that are in accordance with his competence in understanding the science of religion. (b) the level of wustho, is the second level which is higher than the level of ula, the material provided is the second stage material of the basic material at the ula level. At the level of wustho, the santri were declared to have graduated if they understood and mastered the material at the Ula level. (c) Ulya level, is the highest level of Diniyah Madrasa. The material provided is higher than the level of wustho.

Santri will be declared graduated from the level of wustho if they understand and master the material available at the level of wustho both in theory and practice. All these levels will produce graduates who describe the quality of education or the quality of the actual Madrasah Diniyah. The quality of the learning system of centralized patterns can also be known by the activeness of the teachers who teach at Madrasah Diniyah Nurul Jadid Islamic Boarding School. The selected teacher is a teacher who masters in their respective fields. The method used by the teacher must also be creative to provoke active students in learning.

Teachers are said to be successful in educating their students if the teacher can foster student enthusiasm for learning, form students' curiosity about one thing, provide experiences that have never been experienced, provide the latest information and participate in increasing the interest of talents possessed by students. The teacher chosen to teach the students of Madrasah Diniyah Islamic Boarding School Nurul Jadid namely, Islamic Religious Education students who are in accordance with their respective expertise as well as teachers who are also experts in the religious field. The completeness of the material in Diniyah Madrasah Islamic Boarding School Nurul Jadid is measured by the achievement of the teachers of each lesson at each level.

The target not only the completeness of the material but also the understanding and mastery of the material presented. The learning process is carried out in two semesters in one year, every first six months, an evaluation or exam is held in the first semester. The material tested is material in accordance with the syllabus provided by Madrasah Diniyah. The second six months, the evaluation or examination is conducted in the second semester, the material being tested includes further material from semester one. From that, an overall evaluation of the students' achievements in understanding and

mastery of material was achieved in one year. The process of centralizing the curriculum has a learning support program that is of religious form in practising congregational prayer. Students are required to pray in dhuhur in each institution. The application of the five daily prayers in congregation is also applied in Islamic Boarding Schools and the implementation of the funeral baths and others.

Madrasah Diniyah Organization is united with intra-school student organizations in each formal institution at Nurul Jadid Islamic Boarding School to oversee the learning process better so that cooperation from student representatives in the field with those who monitor is effective. Diniyah Madrasah Organization aims to oversee the implementation of the learning process, discipline, and support programs that are designed as an organizational work program in an effort to support the curriculum to

Table 2. Centralized Curriculum on the Output of Madrasa Diniyah Quality

No	Aspect	Desentralized Output	Sentralized Output
1	Quality escort	Each region has authority in handling the learning process, but it is less effective in arranging schedules	Each region does not have autonomy, but the scheduling of Madrasah Diniyah is better and more effective
2	Achievement of the material	The ability of student is measured according to the standards of each region, but this measure often cannot be the general standard used by the central board	The central board can monitor the progress of the learning achievement of students in Madrasah Diniyah in accordance with the general standards applied
3	Pengaturan jadwal	Each region has the authority to set madin schedules, but is often constrained by class facilities	The direct schedule is centralized, so the classroom settings are better
4	Teacher competence	Each region has the right to have different standards in regulating teacher competence, but these standards can rarely be measured in general by the central board	Teacher competency becomes more competitive because the standard used is general competency standard in accordance with the vision and mission of Madrasah Diniyah Nurul Jadid
5	Teacher Standardization	With the standards held by each region, the region selects teachers only in those who are in their own region, it is very likely that there is a lack of competent teachers	The central board is able to exchange teachers between regions, so that each region will not lack competent teachers
6	Learning achievement	Different regional characteristics make learning achievement also different, so it does not reduce	Mastery learning is measured based on general standards from Nurul Jadid Islamic Boarding School, so
7	Curriculum evaluation	Each region has its own evaluation of the curriculum, but the central board is very difficult to do the mapping	Curriculum evaluation can be done more centrally so that Madin's development in each region can be mapped properly
8	Funding efficiency	The budget for madin administration is uncontrolled, because each region has the right to budget	The central board can measure funds based on the general needs of each region
9	Quality competition	Each region only competed with each other in the Nurul Jadid Islamic Boarding School	Madrasah Diniyah become more competitive to compete with Madin-Madin outside the cottage, because they feel they represent the Nurul Jadid pesantren

improve the quality of student learning. Apart from the adequate infrastructure needed in the learning process or completing infrastructure in education, one of the goals of improving the quality of learning is the creation of a conducive environment and completeness of infrastructure as a means of supporting learning success.

10	Teacher exchange	Madin students will only meet with teachers from their own region	Madin students can meet with teachers from other regions, and Madin teachers can also increase their creativity when teaching in different areas
11	Infrastructure facilities	Each region is required to think for themselves about budgeting funds for infrastructure	Infrastructure facilities have become more organized and their development is known by the central management
12	Supporting program	Regions have the creativity to provide supporting programs, but not all regions do that	The central board can control and share supporting programs that can be run by Madin in each region
13	Parental involvement	Each region is required to provide a monitoring student progress facilities in their respective Madin	The central committee provides Pedatren facilities that can be accessed by all parents in supervising the development of their students in educational institutions, including in Madin
14	Graduating quality	Different standards from each region can be a measure of Madin graduates, but not all regions do that	The quality of Madin graduates can be directly controlled by the central board and parents

The centralization policy of the curriculum Nurul Jadid Islamic Boarding School Madrasa Diniyah bringing positive and negative impacts from internal and external aspects, namely: First, escorting the learning of Madrasah Diniyah Nurul Jadid Islamic Boarding School both male and female students is more effective and efficient. This escort is a cooperative effort (Hamdanah, 2019) between several institutions from formal institutions, Madrasah Diniyah organizations, Madrasah Diniyah administrators and boarding school administrators in their respective regions.

Second, the material achievement from each student is equal in the centralized system of Madrasah Diniyah curriculum. In a sense, the material achievement and the ability of students to understand the science of religion can be seen from the way they practice the material appropriately presented. Inequality in the completion of students is intended in the previous curriculum decentralized system that contains the curriculum in accordance with their respective regions. Curriculum criteria used from region one are not the same as criteria for other areas, both male and female areas in the Nurul Jadid Islamic Boarding School.

Third, reducing the tight time owned by students is an effort of the Madrasah Diniyah to maintain the optimism and discipline of students. Time for activities in the dormitory is scheduled from waking up to going back to sleep.

Fourth, teachers are required to be more active in the learning process of the Nurul Jadid Islamic Boarding School Diniyah. In addition to mastery and understanding

of the material, this also helps to complete the materials targeted by agencies in Madrasah Diniyah so that goals and objectives can be completed on time.

Fifth, selected teachers are teachers who are indeed experts in their respective fields. The selected teacher is also a teacher who masters and understands the science of religion. The material presented is religious teachings that cannot be delivered by just any teacher because the material is related to shari'ah and worship procedures which are guided by the Qur'an, hadith and ijma 'ulama'.

Sixth, the learning process is more closely monitored both by observing the activity of the teacher and the methods delivered as well as the activeness of the students in the learning process, both from the discipline of the students, the development of the students towards religious learning, and the teacher can be monitored well, both from the presence of the teacher, the discipline of the teacher, and completeness material completed by the teacher.

Seventh, curriculum centralization pattern system matches the needs that exist in the pesantren, both in terms of analysis of weaknesses and problems in aspects of the previous Madrasah Diniyah curriculum.

Eighth, it also can minimize the expenditure of funds incurred. Funds have become one of the concerns and supports of the previous Madrasah Diniyah. In the current Madrasah Diniyah centralization system, it can rearrange funding, whether the budget will be used monthly or within a year and subsequent funding.

Ninth, they are able to compete with other Madrasah Diniyah. A successful institution that has an appeal in the hearts of outside communities will create graduates who are insightful and religiously knowledgeable and get the attention and loyalty of the community. Madrasah Diniyah has managed to manage NR and HR in the institution. Therefore, Madrasah Diniyah has been able to compete with other institutions.

Tenth, rebuild the passion of students to study religion in Madrasah Diniyah. The Head of Madrasah Diniyah and other staff provide programs and methods that are not monotonous for students to jointly revive the spirit of students learning about religious knowledge, provide new insights, new information and new experiences.

Eleventh, infrastructure facilities become one of the supports of learning success. The Madrasah Diniyah infrastructure facilities is adequate and can assist teachers in implementing learning. Infrastructure facilities used in Madrasah Diniyah Islamic Boarding School Nurul Jadid quality and technology have been provided by Islamic boarding schools so that Madrasah Diniyah can balance with technological developments in this digital era (Baharun, 2019) by using technology facilities provided by Madrasah Diniyah, Madrasah can more easily reach aim and be able to compete with other Madrasah Diniyah (Agus, 2019).

Twelfth, support programs are in line with what students need in the stages of pursuing religious knowledge. Supporting programs are more about providing practical programs from several materials such as the practice of pilgrimage, corpses, buying and selling, and so forth.

Thirteenth, parents or guardians of students know the development of religious achievements of their sons and daughters in each of the Madrasa Diniyah Islamic Boarding School Nurul Jadid, as a form of religious development reports of their sons and daughters who are in boarding schools in carrying out cooperation and maintaining excellent communication with all parents or guardians of students.

Fourteenth, parents or guardians of students respond well to the centralization of the curriculum of Madrasah Diniyah Islamic Boarding School Nurul Jadid with the aim of Madrasah Diniyah which is always managed to develop and improve the system to be more maximal and optimal and produce quality graduates.

The implementation of a new system of centralized curriculum policy for Madrasah Diniyah Islamic Boarding School Nurul Jadid can have negative impacts such as the following: First, the lack of readiness of the teacher education in Madrasah Diniyah. The implementation of the new Madrasah Diniyah system requires time to adapt both from the education staff, educators, students and all institutions in the Madrasa Diniyah Islamic Boarding School Nurul Jadid.

Second, many perceptions that cast doubt on the pattern of centralization. This perception arises from the feeling of dissatisfaction and disappointment from several parties over the new policy adopted. It can be seen in Table 3 below,

Table 3. Reference Responses to Madrasa Diniyah Nurul Jadid Curriculum Centralized System

No	Curriculum reference	In Perception	In Fact
1	Time management	Pesantren has a policy that relieves student in dividing time to be more effective both dividing the time from pesantren activities and the program activities of banom and non banom institutions in pesantren	1. The Madrasah Diniyah is held for two days namely; Tuesday and Thursday from 07:30 - 13:30 WIB
2	Learning implementation	The implementation of learning is more effective.	1. The implementation of learning is carried out in each formal institution 2. The curriculum is one of all related institutions 3. The implementation of Madrasa Diniyah consists of several levels, namely; Ula, Wustho and Ulya
3	Teacher activeness	The activeness of the teacher is one of the most important elements to support the successful learning.	1. The selected teacher is a teacher who is an expert in their respective fields 2. The teacher must be innovative, creative and fun 3. Dicipline
4	Material completeness	The completeness of the material in Madrasas Diniyah is more efficient, because teachers are required to be more active in the learning process as well as some material in the previous curriculum which is replaced with other material	1. Complete
5	Curriculum Support Program	The Madrasah Diniyah support program is more supportive of the process of developing students, understanding and being able to practice the material presented	1. The holding of worship practices in accordance with their respective material 2. Weekly, monthly and yearly evaluations are held
6	Organization	One of the supporters of the running objectives and it is very helpful to the board of management of Madrasah Diniyah	1. MADIN organization is integrated with formal school organizations
7	Infrastructure facilities	Existing infrastructure is adequate and supports the effectiveness of student learning	1. Adequate

BAB IV PENUTUP

A. Conclusion

Madrasah Diniyah Islamic Boarding School Nurul Jadid received special attention from several agencies in the Nurul Jadid Islamic Boarding School from the problems gathered, to equally find answers to these problems. Therefore, it was decided that the policy of curriculum centralization to improve the quality of learning of Madrasah Diniyah to improve and develop the existing system by harmonizing the curriculum of each region contained in the Nurul Jadid Islamic Boarding School. This policy makes the curriculum different from before, such as, changing the time of learning implementation, learning completeness, teacher activity, curriculum support programs, infrastructure, and the role of Madrasah Diniyah organizations.

B. Suggestion

Based on the above conclusions, there are several suggestions;

1. To further improve the quality of the learning quality of students studying religious knowledge in pesantren, it is necessary to determine the right system in the circumstances in the pesantren environment.
2. There is a need for the application of a different learning system to attract more attention and curiosity of students to further explore and understand the science of religion in Madrasah Diniyah
3. Creating quality Islamic boarding school graduates so that parents can understand well the importance of the cultivation of Islamic knowledge from an early age because it will be a provision for later life as well as life afterwards.

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